



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2009  
Code: 11551406  
SAU: South Portland School Dept  
School: Dora L Small Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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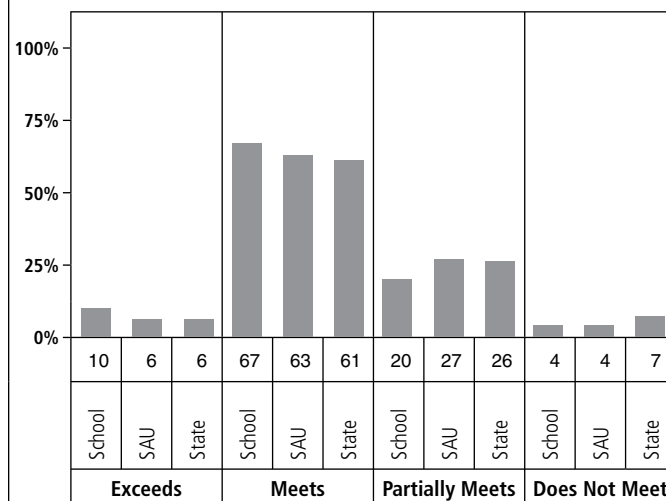
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 5  
SAU: South Portland School Dept  
School: Dora L Small Elementary School

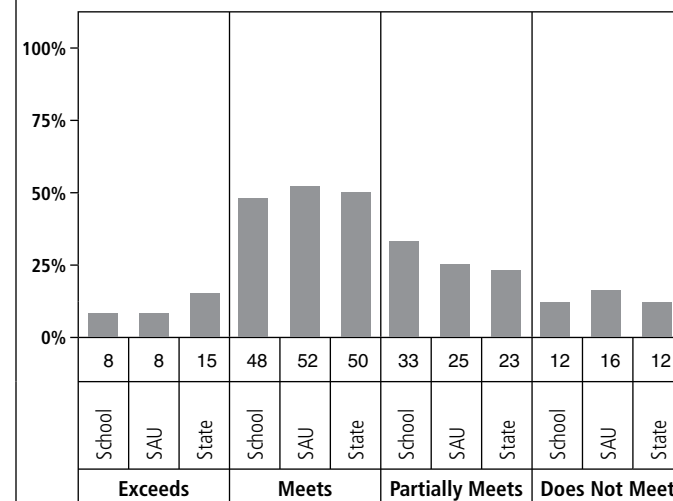
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	550	545	544
2007–2008	546	545	545
<b>2008–2009</b>	<b>549</b>	<b>546</b>	<b>546</b>
Cum. Avg.*	548	545	545
<b>Mathematics</b>			
2006–2007	547	544	546
2007–2008	543	543	546
<b>2008–2009</b>	<b>544</b>	<b>544</b>	<b>547</b>
Cum. Avg.*	545	544	546
<b>Science</b>			
<b>2008–2009 **</b>	<b>548</b>	<b>542</b>	<b>543</b>

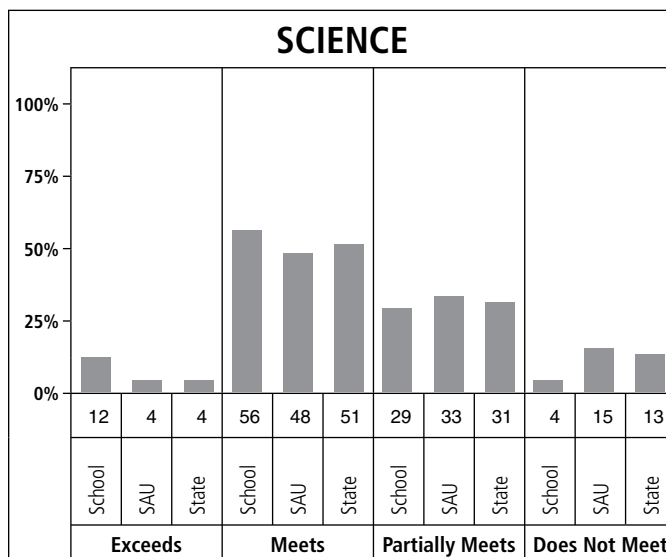
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 5  
SAU: South Portland School Dept  
School: Dora L Small Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Total number of students</b>	53	100	225	100	14212	100	52	98	222	99	14135	100	53	100	223	100	14144	100	53	100	224	100	14137	100
<b>Ethnicity</b> African American/Black	0	0	9	4	397	3	0	0	9	100	388	98	0	0	9	100	393	99	0	0	9	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	1	2	9	4	259	2	1	100	9	100	253	98	1	100	9	100	258	100	1	100	9	100	257	99
Hispanic	0	0	6	3	175	1	0	0	5	83	172	99	0	0	5	83	172	99	0	0	6	100	173	99
Caucasian/White	52	98	201	89	13271	93	51	98	199	100	13212	100	52	100	200	100	13211	100	52	100	200	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	6	11	33	15	2479	17	6	100	32	100	2454	100	6	100	32	100	2455	100	6	100	32	100	2451	99
<b>Current LEP</b>	1	2	11	5	374	3	0	0	9	82	359	96	1	100	10	91	370	99	1	100	11	100	366	98
<b>Economically disadvantaged</b>	19	36	87	39	5848	41	19	100	86	100	5815	100	19	100	86	100	5819	100	19	100	86	100	5812	100
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Participation without accommodations</b>	44	83	175	78	10849	76	44	83	184	82	10872	76	44	83	186	83	10976	77
Identified disability (PET/IEP)	0	0	0	0	298	3	0	0	9	5	307	3	0	0	10	5	338	3
LEP	0	0	3	2	170	2	0	0	3	2	169	2	0	0	5	3	177	2
504 plan	0	0	3	2	123	1	0	0	3	2	121	1	0	0	3	2	126	1
<b>Participation with accommodations</b>	7	13	46	20	3122	22	8	15	38	17	3124	22	8	15	37	16	3019	21
Identified disability (PET/IEP)	5	71	31	67	1992	64	5	63	22	58	2000	64	5	63	21	57	1971	65
LEP	0	0	6	13	184	6	1	13	7	18	196	6	1	13	6	16	184	6
504 plan	0	0	2	4	84	3	0	0	2	5	86	3	0	0	2	5	81	3
Other	2	29	9	20	907	29	2	25	9	24	886	28	2	25	9	24	826	27
<b>Participation through alternate assessment (PAAP)</b>	1	2	1	0	164	1	1	2	1	0	148	1	1	2	1	0	142	1
Identified disability (PET/IEP)	1	100	1	100	164	100	1	100	1	100	148	100	1	100	1	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	1	0	19	0	0	0	1	0	19	0	0	0	1	0	20	0
<b>Non-participation – other</b>	1	2	2	1	58	0	0	0	1	0	49	0	0	0	0	0	55	0

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 5  
SAU: South Portland School Dept  
School: Dora L Small Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	4	9	12	5	702	5
	2007-2008	2	4	8	4	659	5
	<b>2008-2009</b>	<b>5</b>	<b>10</b>	<b>13</b>	<b>6</b>	<b>836</b>	<b>6</b>
	Cum. Total*	11	8	33	5	2197	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	33	77	131	57	7730	55
	2007-2008	28	62	124	58	8195	58
	<b>2008-2009</b>	<b>34</b>	<b>67</b>	<b>139</b>	<b>63</b>	<b>8495</b>	<b>61</b>
	Cum. Total*	95	68	394	59	24420	58
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	6	14	65	28	4182	30
	2007-2008	13	29	62	29	3800	27
	<b>2008-2009</b>	<b>10</b>	<b>20</b>	<b>60</b>	<b>27</b>	<b>3667</b>	<b>26</b>
	Cum. Total*	29	21	187	28	11649	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	0	0	22	10	1419	10
	2007-2008	2	4	20	9	1362	10
	<b>2008-2009</b>	<b>2</b>	<b>4</b>	<b>9</b>	<b>4</b>	<b>973</b>	<b>7</b>
	Cum. Total*	4	3	51	8	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	32.7	68.1	31.0	64.6	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	16.0	66.7	15.3	63.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	16.8	70.0	15.7	65.4	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: South Portland School Dept  
 School: Dora L Small Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	51	5	10	34	67	10	20	2	4	549	221	6	63	27	4	546	13971	6	61	26	7	546
<b>Ethnicity</b>																						
African American/Black	0										9	0	67	33	0	543	381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	1										9	0	56	22	22	540	252	11	58	21	11	547
Hispanic	0										5	0	20	60	20	536	166	4	54	32	10	543
Caucasian/White	50	5	10	34	68	9	18	2	4	549	198	7	64	26	3	547	13062	6	62	26	6	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	5	0	0	1	20	3	60	1	20	537	31	0	23	55	23	536	2290	0	29	47	23	537
No	46	5	11	33	72	7	15	1	2	550	190	7	69	23	1	548	11681	7	67	22	4	548
<b>Current LEP</b>																						
Yes	0										9	11	22	56	11	540	354	1	35	34	30	538
No	51	5	10	34	67	10	20	2	4	549	212	6	65	26	4	546	13617	6	61	26	6	546
<b>Economically disadvantaged</b>																						
Yes	19	2	11	13	68	4	21	0	0	548	86	3	52	37	7	543	5716	2	51	35	12	542
No	32	3	9	21	66	6	19	2	6	549	135	7	70	21	2	548	8255	9	67	20	4	548
<b>Migrant</b>																						
Yes	0										0						8	0	38	25	38	538
No	51	5	10	34	67	10	20	2	4	549	221	6	63	27	4	546	13963	6	61	26	7	546
<b>Gender</b>																						
Female	28	4	14	19	68	4	14	1	4	550	110	9	65	20	5	548	6882	8	62	24	6	547
Male	23	1	4	15	65	6	26	1	4	547	111	3	60	34	3	545	7089	4	60	28	8	545
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1914	1	41	44	14	540
No	51	5	10	34	67	10	20	2	4	549	221	6	63	27	4	546	12057	7	64	23	6	547
<b>Gifted/talented program</b>																						
Yes	7	3	43	4	57	0	0	0	0	561	14	43	57	0	0	560	450	26	72	2	0	557
No	44	2	5	30	68	10	23	2	5	547	207	3	63	29	4	545	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 5  
 SAU: South Portland School Dept  
 School: Dora L Small Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	100	0	0	0	0	548	3	0	43	57	0	540	4	2	40	34	24	540
B. less than one hour	78	5	13	24	60	9	23	2	5	549	71	5	65	26	4	546	70	6	63	26	6	546
C. one to two hours	18	0	0	9	100	0	0	0	0	549	23	8	66	24	2	548	24	7	61	26	6	546
D. more than two hours	2	0	0	0	0	1	100	0	0	534	3	14	14	57	14	537	2	4	42	33	21	541
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	37	1	5	17	89	1	5	0	0	553	34	7	77	16	0	550	36	10	67	18	5	549
B. good	45	4	17	11	48	7	30	1	4	548	49	8	56	32	5	545	47	5	62	27	6	546
C. fair	14	0	0	4	57	2	29	1	14	543	14	0	53	33	13	541	15	2	47	40	12	541
D. poor	4	0	0	2	100	0	0	0	0	544	4	0	50	50	0	541	2	0	30	46	24	537
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	29	3	20	9	60	2	13	1	7	550	23	14	59	25	2	548	31	9	65	20	5	548
B. They match some of what I have learned.	57	2	7	21	72	5	17	1	3	549	61	5	69	23	4	547	55	5	63	27	5	546
C. They match just a little of what I have learned.	10	0	0	3	60	2	40	0	0	546	12	0	54	38	8	543	10	3	45	38	14	542
D. There is no match.	4	0	0	1	50	1	50	0	0	539	4	0	22	78	0	537	3	1	31	41	27	537
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	18	0	0	4	44	4	44	1	11	542	21	2	47	38	13	543	16	3	49	32	15	542
B. about the same as my regular schoolwork	65	4	12	24	73	4	12	1	3	551	60	8	70	19	2	548	64	7	63	25	5	547
C. easier than my regular schoolwork	18	1	11	6	67	2	22	0	0	548	19	2	62	36	0	544	20	5	62	26	7	546
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	6	0	0	0	0	2	67	1	33	533	14	0	30	57	13	538	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	56	3	11	20	71	5	18	0	0	549	56	6	68	24	2	547	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	38	2	11	13	68	3	16	1	5	551	30	9	66	22	3	548	38	10	68	18	4	549
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	14	2	29	4	57	1	14	0	0	555	17	8	70	16	5	548	20	10	64	21	5	548
B. 20 minutes to an hour	65	2	6	25	76	6	18	0	0	549	65	6	67	24	3	547	56	7	65	24	5	547
C. less than 20 minutes	6	1	33	2	67	0	0	0	0	559	8	6	41	47	6	543	10	3	52	33	12	543
D. I rarely read at home.	16	0	0	3	38	3	38	2	25	540	10	0	41	50	9	540	14	1	46	38	14	541
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	24	1	8	9	75	1	8	1	8	547	25	4	56	29	11	543	25	3	53	33	11	543
B. six to ten pages	24	2	17	5	42	4	33	1	8	549	27	5	61	29	5	546	26	6	61	26	7	546
C. eleven or more pages	52	2	8	20	77	4	15	0	0	550	47	7	68	25	0	548	49	8	65	23	5	547
<b>Optional school/SAU question</b>																						
A.	0										100	0	100	0	0	544						
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 5  
SAU: South Portland School Dept  
School: Dora L Small Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	5	12	14	6	1711	12
	2007-2008	3	7	16	7	1617	12
	<b>2008-2009</b>	<b>4</b>	<b>8</b>	<b>17</b>	<b>8</b>	<b>2119</b>	<b>15</b>
	Cum. Total*	12	9	47	7	5447	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	21	49	118	51	6778	48
	2007-2008	20	44	108	50	7284	52
	<b>2008-2009</b>	<b>25</b>	<b>48</b>	<b>115</b>	<b>52</b>	<b>7046</b>	<b>50</b>
	Cum. Total*	66	47	341	51	21108	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	14	33	71	31	3884	28
	2007-2008	16	36	59	27	3341	24
	<b>2008-2009</b>	<b>17</b>	<b>33</b>	<b>55</b>	<b>25</b>	<b>3193</b>	<b>23</b>
	Cum. Total*	47	34	185	28	10418	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	3	7	27	12	1683	12
	2007-2008	6	13	33	15	1778	13
	<b>2008-2009</b>	<b>6</b>	<b>12</b>	<b>35</b>	<b>16</b>	<b>1638</b>	<b>12</b>
	Cum. Total*	15	11	95	14	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	23.5	49.0	23.5	49.0	25.5	53.1
<b>A. Number</b>	<b>18</b>	<b>38</b>	8.6	47.8	8.8	48.9	9.8	54.4
<b>B. Data</b>	<b>10</b>	<b>21</b>	4.8	48.0	4.9	49.0	5.2	52.0
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	4.5	45.0	4.5	45.0	4.7	47.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	5.6	56.0	5.3	53.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: South Portland School Dept  
 School: Dora L Small Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	52	4	8	25	48	17	33	6	12	544	222	8	52	25	16	544	13996	15	50	23	12	547
<b>Ethnicity</b>																						
African American/Black	0										9	11	22	44	22	542	385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	1										9	0	33	33	33	533	257	19	50	20	12	548
Hispanic	0										5	0	20	40	40	533	166	9	43	31	17	543
Caucasian/White	51	4	8	25	49	16	31	6	12	544	199	8	55	23	14	544	13078	15	51	23	11	547
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	5	0	0	1	20	3	60	1	20	532	31	6	13	32	48	531	2307	3	32	32	33	536
No	47	4	9	24	51	14	30	5	11	545	191	8	58	24	10	546	11689	17	54	21	8	549
<b>Current LEP</b>																						
Yes	1										10	10	10	40	40	532	365	5	33	30	32	536
No	51	4	8	24	47	17	33	6	12	544	212	8	54	24	15	544	13631	15	51	23	11	547
<b>Economically disadvantaged</b>																						
Yes	19	2	11	9	47	4	21	4	21	542	86	7	42	22	29	539	5731	7	46	29	18	542
No	33	2	6	16	48	13	39	2	6	545	136	8	58	26	7	546	8265	21	53	19	7	550
<b>Migrant</b>																						
Yes	0										0						8	0	38	50	13	540
No	52	4	8	25	48	17	33	6	12	544	222	8	52	25	16	544	13988	15	50	23	12	547
<b>Gender</b>																						
Female	28	1	4	15	54	8	29	4	14	542	110	6	51	25	18	542	6889	14	51	23	12	546
Male	24	3	13	10	42	9	38	2	8	546	112	9	53	25	13	545	7107	16	50	23	11	547
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1918	3	39	36	22	539
No	52	4	8	25	48	17	33	6	12	544	222	8	52	25	16	544	12078	17	52	21	10	548
<b>Gifted/talented program</b>																						
Yes	7	3	43	3	43	1	14	0	0	560	14	50	43	7	0	561	450	64	34	2	0	564
No	45	1	2	22	49	16	36	6	13	542	208	5	52	26	17	542	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 5  
 SAU: South Portland School Dept  
 School: Dora L Small Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	100	0	0	0	0	544	3	0	43	29	29	534	4	8	38	26	28	539
B. less than one hour	79	4	10	19	46	15	37	3	7	545	71	8	52	27	13	544	70	15	52	23	10	547
C. one to two hours	17	0	0	5	56	2	22	2	22	541	23	10	56	20	14	545	24	15	51	23	11	547
D. more than two hours	2	0	0	0	0	0	0	1	100	528	3	0	14	14	71	530	2	9	37	24	30	539
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	23	2	17	5	42	2	17	3	25	546	25	24	42	18	16	548	34	28	50	14	8	552
B. good	40	2	10	11	52	8	38	0	0	547	50	3	61	26	11	544	45	11	54	24	10	546
C. fair	29	0	0	7	47	6	40	2	13	539	20	0	40	33	28	537	18	3	45	33	19	540
D. poor	8	0	0	2	50	1	25	1	25	539	4	0	56	22	22	539	3	1	29	41	29	535
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	12	1	17	1	17	4	67	0	0	546	24	19	43	28	9	547	38	22	52	19	7	550
B. They match some of what I have learned.	62	3	9	20	63	8	25	1	3	547	57	6	58	21	15	544	48	12	53	24	11	546
C. They match just a little of what I have learned.	23	0	0	4	33	5	42	3	25	538	15	0	44	32	24	539	11	6	40	30	24	540
D. There is no match.	4	0	0	0	0	0	0	2	100	527	3	0	29	29	43	535	3	6	26	29	38	534
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	33	1	6	9	53	4	24	3	18	543	26	3	57	22	17	542	17	7	42	30	21	540
B. about the same as my regular schoolwork	51	1	4	11	42	12	46	2	8	541	60	7	50	28	15	543	64	15	53	23	10	547
C. easier than my regular schoolwork	16	2	25	5	63	1	13	0	0	558	14	19	48	16	16	547	19	24	49	17	10	550
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	4	0	0	0	0	1	50	1	50	533	9	11	32	32	26	539	7	6	39	27	27	539
B. 30–45 minutes	21	0	0	4	36	5	45	2	18	538	35	4	52	26	18	541	28	9	49	28	15	544
C. 45–60 minutes	73	4	11	20	53	11	29	3	8	546	50	10	57	23	11	546	41	17	53	21	9	548
D. more than 60 minutes	2	0	0	1	100	0	0	0	0	558	6	8	38	31	23	542	24	21	51	20	8	549
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	2	0	0	0	0	0	0	1	100	528	2	0	75	0	25	548	6	14	43	24	20	543
B. two or three days a week	48	1	4	11	44	9	36	4	16	540	29	5	59	25	11	543	24	17	52	21	10	548
C. two or three times each month	33	2	12	9	53	5	29	1	6	548	28	11	48	25	16	544	33	17	52	21	9	548
D. never or almost never	17	1	11	5	56	3	33	0	0	549	42	8	49	26	17	543	38	12	49	25	14	545
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	40	1	5	9	43	9	43	2	10	542	25	9	53	24	15	543	23	13	47	26	15	545
B. two or three days a week	25	0	0	6	46	5	38	2	15	541	32	8	51	30	11	544	31	17	52	21	10	548
C. two or three times each month	19	2	20	6	60	1	10	1	10	549	27	7	49	25	19	543	27	17	52	21	10	548
D. never or almost never	15	1	13	4	50	2	25	1	13	548	16	6	59	15	21	543	20	12	50	24	14	545
<b>Optional school/SAU question</b>																						
A.	0										100	0	100	0	0	546						
B.	0										0											
C.	0										0											
D.	0										0											

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 5  
SAU: South Portland School Dept  
School: Dora L Small Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	6	12	9	4	626	4
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	29	56	106	48	7187	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	15	29	74	33	4364	31
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	2	4	34	15	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	48	100	31.7	66.0	28.3	59.0	29.2	60.8
<b>D. The Physical Setting</b>	24	50	14.2	59.2	12.5	52.1	12.9	53.8
<b>E. The Living Environment</b>	24	50	17.5	72.9	15.7	65.4	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: South Portland School Dept  
 School: Dora L Small Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	52	6	12	29	56	15	29	2	4	548	223	4	48	33	15	542	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										9	0	56	33	11	540	382	2	31	32	35	535
American Indian or Native Alaskan	0										0					110	3	36	35	26	538	
Asian or Pacific Islander	1										9	0	56	11	33	536	256	5	51	27	17	542
Hispanic	0										6	0	17	17	67	527	167	1	40	37	22	539
Caucasian/White	51	6	12	29	57	14	27	2	4	548	199	5	48	35	13	542	13080	5	52	31	12	544
Not Reported	0										0					0						
Identified disability																						
Yes	5	0	0	1	20	4	80	0	0	537	31	3	16	35	45	531	2309	2	29	39	29	536
No	47	6	13	28	60	11	23	2	4	549	192	4	53	33	10	543	11686	5	56	30	10	545
Current LEP																						
Yes	1										11	0	36	9	55	531	361	1	23	32	44	533
No	51	6	12	28	55	15	29	2	4	548	212	4	48	34	13	542	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	19	1	5	11	58	6	32	1	5	546	86	3	38	33	26	538	5729	2	42	37	20	539
No	33	5	15	18	55	9	27	1	3	549	137	4	53	34	9	544	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	52	6	12	29	56	15	29	2	4	548	223	4	48	33	15	542	13987	4	51	31	13	543
Gender																						
Female	28	4	14	15	54	7	25	2	7	547	110	5	47	31	16	542	6886	4	49	33	14	542
Male	24	2	8	14	58	8	33	0	0	548	113	3	48	35	14	542	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1917	1	31	41	28	536
No	52	6	12	29	56	15	29	2	4	548	223	4	48	33	15	542	12078	5	55	30	11	544
Gifted/talented program																						
Yes	7	4	57	3	43	0	0	0	0	565	14	43	57	0	0	561	450	25	72	2	1	557
No	45	2	4	26	58	15	33	2	4	545	209	1	47	35	16	540	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 5  
 SAU: South Portland School Dept  
 School: Dora L Small Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	100	0	0	0	0	556	4	0	38	13	50	535	4	2	37	35	25	538
B. less than one hour	79	5	12	24	59	10	24	2	5	548	71	4	50	32	13	542	70	4	53	31	12	544
C. one to two hours	17	1	11	4	44	4	44	0	0	545	23	4	50	36	10	543	24	5	51	31	12	544
D. more than two hours	2	0	0	0	0	1	100	0	0	538	3	0	0	43	57	526	2	4	39	31	26	539
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	27	2	14	5	36	6	43	1	7	547	19	5	46	37	12	542	26	7	56	26	11	545
B. good	52	3	11	17	63	6	22	1	4	548	56	5	53	28	14	543	53	4	53	31	11	544
C. fair	19	1	10	6	60	3	30	0	0	548	22	2	31	47	20	539	18	2	41	39	17	540
D. poor	2	0	0	1	100	0	0	0	0	554	3	0	86	0	14	545	3	1	33	36	30	536
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	29	1	7	9	60	4	27	1	7	548	16	3	51	26	20	542	23	5	56	28	11	544
B. They match some of what I have learned.	60	5	16	18	58	7	23	1	3	549	49	6	51	31	11	543	48	5	52	31	12	544
C. They match just a little of what I have learned.	8	0	0	1	25	3	75	0	0	541	27	2	47	35	17	540	23	4	49	33	14	543
D. There is no match.	4	0	0	1	50	1	50	0	0	546	8	0	28	50	22	537	6	3	40	34	23	539
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	23	2	17	3	25	7	58	0	0	543	35	4	47	36	13	541	23	5	48	31	16	543
B. about the same as my regular schoolwork	65	4	12	20	59	8	24	2	6	548	52	4	47	32	16	542	58	4	52	32	12	543
C. easier than my regular schoolwork	12	0	0	6	100	0	0	0	0	555	13	3	52	28	17	542	19	6	53	29	11	544
<b>How often do you have science classes?</b>																						
A. every day	0										7	0	38	31	31	539	33	5	51	31	14	543
B. a few times a week	96	6	13	26	54	14	29	2	4	548	48	7	49	33	11	544	45	4	52	32	11	544
C. once a week	4	0	0	1	50	1	50	0	0	546	17	0	46	32	22	538	8	4	50	30	16	542
D. a few times a month	0										27	3	48	35	13	541	15	4	52	30	14	543
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	4	0	0	1	50	1	50	0	0	545	15	0	41	31	28	537	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	40	3	14	9	43	8	38	1	5	546	34	7	41	36	16	541	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	19	2	20	5	50	3	30	0	0	548	21	6	43	45	6	543	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	37	1	5	14	74	3	16	1	5	550	30	2	64	23	12	544	21	6	58	27	10	545
<b>How often do you make observations and collect data in science class?</b>																						
A. a few times a week	73	4	11	20	53	12	32	2	5	547	40	6	48	32	14	543	47	4	51	32	12	543
B. a few times a month	19	2	20	6	60	2	20	0	0	551	31	4	52	32	12	543	27	5	54	30	11	544
C. once a month	4	0	0	2	100	0	0	0	0	556	14	3	43	37	17	540	10	5	49	30	15	543
D. never or almost never	4	0	0	1	50	1	50	0	0	546	15	0	44	35	21	538	15	3	48	32	16	542
<b>How often do you use observations and data to support your idea about science?</b>																						
A. a few times a week	46	1	4	12	52	9	39	1	4	545	39	1	49	35	14	542	46	4	52	32	12	543
B. a few times a month	48	5	21	14	58	4	17	1	4	551	36	8	53	28	12	544	28	5	53	30	12	544
C. once a month	0										13	0	46	39	14	540	11	4	47	34	15	542
D. never or almost never	6	0	0	2	67	1	33	0	0	550	12	4	35	35	27	537	15	4	50	30	16	542
<b>Optional school/SAU question</b>																						
A.	0										100	0	0	100	0	540						
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
 N = Number